DOCUMENT RESUME

ED 447 019 SO 032 212

TITLE	Program Standards for the Initial Preparation of Teachers of Social Studies.
INSTITUTION	National Council for the Social Studies, Washington, DC.
PUB DATE	1999-00-00
NOTE	24p.; For a related document, see SO 032 211.
AVAILABLE FROM	National Council for the Social Studies, 3501 Newark Street, NW, Washington, DC 20016; Tel: 800-296-7840 (toll free); Web site: (http://www.socialstudies.org/); E-mail: (ncss@ncss.org).
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Elementary Secondary Education; Guidelines; Higher Education; *Social Studies; *Teacher Certification; *Teacher Education
IDENTIFIERS	National Council for Accreditation of Teacher Educ; *National Council for the Social Studies

ABSTRACT

These guidelines are derived from the National Council for the Social Studies (NCSS) document, "National Standards for Social Studies Teachers." The guidelines are intended to be used by institutions that prepare teachers to assess the quality of their teacher preparation programs for licensure (or certification) in comprehensive social studies and/or the individual disciplines of history, geography, civics and government, economics, and psychology; and by NCSS program reviewers who participate in the National Council for the Accreditation of Teacher Education (NCATE) or state-level procedures for approving programs at institutions that seek national accreditation and state approval. The guidelines (1) discuss review procedures such as the process for review of institutional programs, the process of review of state standards and procedures, and the way NCSS selects participants for institutional and state reviewer roles; (2) present an introduction to program standards; and (3) outline and detail Interdisciplinary Social Studies Themes Standards, Disciplinary Standards for the individual social studies disciplines, and Programmatic Standards for Initial Licensure. (BT)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 447 019

National Council
for the Social Studies

Program Standards for the Initial Preparation of Teachers of Social Studies

National Council for the Social Studies
3501 Newark Street, NW
Washington, D.C. 20016
1-800-296-7840
ncss@ncss.org
http://www.socialstudies.org/

SO 032 212

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
M.F. Laffey
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

© 1999

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

BEST COPY AVAILABLE

Program Standards for the Initial Preparation of Teachers of Social Studies

These guidelines are derived from the National Council for the Social Studies document, *National Standards for Social Studies Teachers.*
That Standards document was developed by the NCSS Task Force on Social Studies Teacher Education Standards, which was appointed in 1995 by NCSS President Robert Stahl. The Task Force consisted of

Charles B. Myers, co-chair

Susan Adler, co-chair

Allan Brandhorst, co-chair

Donald O. Schneider

Alberta Macke Dougan

Wayne Dumas

Robert J. Stahl

Lewis Huffman

Pat Rossman

Information on each task force member is as follows:

- **Charles B. Myers,** Lead Co-chairperson of the Task Force and principal author of this publication, Professor of Social Studies Education, Peabody College, Vanderbilt University.
- **Susan Adler**, Co-chairperson of the Task Force, Associate Professor and Chairperson, Division of Teacher Education, University of Missouri, Kansas City.
- **Allan Brandhorst,** Co-chairperson of the Task Force, Professor of Education and Chair of the Department of Education, Valparaiso University.
- **Donald O. Schneider,** Professor and Director, School of Teacher Education, College of Education, University of Georgia.
- **Alberta Macke Dougan**, Professor and Chair, Department of History, Southeast Missouri State University.
- **Wayne Dumas,** Professor Emeritus, Social Studies Education, University of Missouri-Columbia.
- **Robert J. Stahl,** Professor, Division of Curriculum and Instruction, Arizona State University, Tempe.
- **Lewis E. Huffman,** Education Associate-Social Studies, Delaware Department of Education.
- **Pat Rossman,** Elementary Teacher, Conrad Elvehjem School, McFarland, WI.

The NCSS Board of Directors adopted the Standards in April 1997.

Following the adoption of the Standards, these Program Standards were submitted by NCSS to the Specialty Area Studies Board of the National Council for the Accreditation of Teacher Education, which approved them in the autumn of 1997.

Use of this Document
This document is intended to be used:

- By institutions that prepare teachers to assess the quality of their teacher preparation programs for licensure (or certification) in comprehensive social studies and/or the individual disciplines of history, geography, civics and government, economics, and psychology; and
- By National Council for the Social Studies (NCSS) Program Reviewers who participate in the National Council for the Accreditation of Teacher Education (NCATE) or state-level procedures for approving programs at institutions that seek national accreditation and state approval.

Review Procedures

Review of Institutional Programs
The National Council for the Social Studies Program Review process at the national level *for institutions* consists of the following steps:

- Institutions seeking NCSS approval of their social studies programs apply for NCATE accreditation according to NCATE guidelines.
- As an early step in that national accrediting process, the institution indicates its intention to seek NCSS program approval of one or more of the six social studies licensing areas covered by these guidelines (as itemized on the cover of this document). A form to be used to declare this intention is available from either NCSS or NCATE.
- Using these guidelines, the institution conducts a thorough self-study of each of its social studies programs and responds to each standard, using the matrices that make up this document and providing supporting documentation when appropriate.
- The institution submits four copies of its completed matrices and its accompanying documentation to the NCSS Program Review Coordinator at least months prior to when an NCATE Board of Examiners team is expected to visit its campus.
- NCSS reviews the completed matrices and makes program approval judgments twice each year, in November and April. That review process is as follows:

Three assigned NCSS program reviewers, working as a team, assess each institution's completed matrices and documentation, program-by-program and standard-by-standard, with the intention of reaching a consensus on compliance for each program on each standard.

After each program has been reviewed by the assigned team of reviewers on all standards, votes are take by the review team to determine whether each program of the institution is judged to be in compliance with NCSS Standards.

The results of the review are submitted to the NCSS Program Review Coordinator, who writes a Program Review Report and send it to NCATE, which transmits it to the institution and to the state office responsible for state-level program approval of teacher education programs (in the state in which the institution is located).

Review of State Standards and Procedures
The National Council for the Social Studies process for reviewing *state standards and procedures* for approving social studies teacher preparation programs consists of the following steps:

- States seeking NCSS approval of their standards and procedures for approving social studies teacher preparation programs apply for NCATE State Partnership status according to NCATE guidelines.
- As an early step in this process of becoming an NCATE Partnership State, the state indicates its intention to seek NCSS state-partnership approval of one or more of the six social studies licensing areas covered by these guidelines (as itemized on the cover of this document).
- Using these guidelines, the state conducts a thorough self-study of its standards and procedures for approving each of the social studies programs listed on the cover of this document.
- The state contacts the NCSS Program Review Coordinator for advice and assistance in formatting the reports to be submitted to NCSS/NCATE. (The report items are listed below.)
- The state submits to NCATE five copies of the items listed below, which NCATE forwards to the NCSS Program Review Coordinator:

its standards for the preparation of social studies teachers (unless the state has adopted NCSS Standards as its Standards, without modification);a document in which the state specifies standard-by-standard how the state standards match and are equivalent to the NCSS standards (unless, again, the state has adopted NCSS Standards as its Standards, without modification);

a description of the procedures by which the state standards are or will be implemented in reviewing institutional social studies programs;

a detailed explanation of how the state has selected and trained or will select and will train the professionals who will apply the state standards;

a list of the names and qualifications of the current and /or potential state-level program reviewers;

- either

1) a five-year summary of the reviews that the state has completed on institutions that have sought its program approval containing the following:

- a. a list of the institutions and institutional programs that have been reviewed;

  b. a program-by-program listing of the institutional programs that the state has approved;

  c. a program-by-program listing of the institutional programs that the state has denied approval;

  d. a listing for each program of met/not met decisions on each of the 19 NCSS Standards.

or

2) if the state's standards and procedures for review are being submitted for the first time, descriptions of how the state intends to secure the data that will be collected for the five-year summaries described above.

- NCSS reviews state standards and procedures each November and, if specifically requested to do so by a state, in the spring of each year. That review process is conducted by three assigned reviewers who, working as a group, review the state documents standard-by-standard to assess, by way of consensus, each of the following:

  - equivalency between the state and NCSS standards;
  - the procedure by which state standards are or will be implemented in reviewing institutions, to determine the integrity of the process;
  - the qualifications of the state-identified program reviewers;
  - the procedure by which the state selects and trains personnel who will apply the state standards to determine whether qualifications meet NCSS expectations.

- At the conclusion of the review, the three reviewers vote to determine whether the state standards and procedures are judged to be equivalent with NCSS standards and procedures.
- The results of the review are submitted to the NCSS Program Review Coordinator, who writes a State Standards and Procedures Review Report and transmits it to NCATE, which transmits it to the state office that requested the review.

NCSS Selection of Reviewers
NCSS selects participants for institutional and state reviewer roles on the basis of the following procedures and criteria:

- An annual anncuncement of a training program at the National Annual Meeting is published in *The Social Studies Professional* to recruit professionals for the reviewer roles. Applicants for training are asked to submit a curriculum vitae and a statement of commitment to attend the training program at their own expense if they are selected.
- Applicant files are reviewed by the NCSS Program Review Coordinator, who selects trainees on the basis of evidence of successful social studies teaching experience 6-12, advanced training in social studies to the level of Masters Degree with doctoral level training preferred, some experience in training social studies teachers either in college/universities or clinical setting, and some experience with the NCATE accreditation process.
- Trainees selected complete a one-day training program in the use of the NCSS Standards for evaluating institutional program documents and serve initially as junior members of a review team.
- Follow-up training is conducted each year.

Introduction to These Program Standards

These Program standards consist of subject matter standards, that appear in more detailed form in the NCSS document, *National Council for the Social Studies Teacher Education Standards*. The standards are organized into matrix form on the following pages. The standards are intended to assure:

1) that beginning social studies teachers possess the knowledge, capabilities, and dispositions associated with the central concepts, tools of inquiry, and structures of the disciplines that make up the social studies, and:

2) that they are able to create learning experiences that make these aspects of subject matter meaningful for learners.

The standards are of three types: *thematic standards, disciplinary standards,* and *programmatic standards*.

- The *thematic standards* are based on the NCSS document, *Expectations of Excellence: Curriculum Standards for Social Studies* (1994), which describes NCSS expectations of what pre-K-12 *learners* should know and be able to do. In contrast, the thematic standards described on the following pages specify what social studies *teachers* should know and be able to do in order to teach the learners assigned to them. Institutions that prepare candidates for licensure (or certification) in (1) social studies as a broad field of endorsement; (2) any of the specific disciplines within social studies -- history, geography, civics and government, economics, psychology, sociology, and anthropology; and (3) other interdisciplinary licensure areas that are based primarily on social studies/social science subject matter should document how their programs of study meet the *thematic standards*.
- The *disciplinary standards* are based on documents that have been compiled in recent years by various expert groups who have identified what they believe pre-K-12 *learners* should know and be able to do as a result of instruction in specific social studies/social science discipline-based subjects -- history, geography and so forth. The reports of these groups are as follows: National Council for the Social Studies. *Expectations of Excellence: Curriculum Standards for Social Studies*. (Washington, DC: NCSS, 1994)

  National Center for History in the Schools, University of California, Los Angeles. (1994). *National Standards for History*.Los Angeles: National Center for History in the Schools.

  The National Geographic Association. (1994) *National Geography Handbook*: *Geography for Life*.Washington, DC: National Geographic Research & Exploration.

  Center for Civic Education. (1994). *National Standards for Civics and Government*.Calabasas, CA: Center for Civic Education.

  Economics America, National Council on Economic Education. (1997).*Voluntary National Content Standards in Economics*.New York: National Council on Economic Education.

  American Psychology Association. (1996-1997). Internal draft reports on standards. Washington, DC: American Psychology Association.

  The disciplinary standards described on the following pages specify what *teachers* in the specific licensure areas of history, geography, civics and government, economics, and psychology should know and be able to do to teach appropriately. Institutions that are preparing candidates for licensure (or certification) in any of these specific disciplines should document how each of their single discipline programs meet the appropriate *disciplinary standards*.

- The *programmatic standards* for initial licensure described on the following pages are of a different order from the thematic and disciplinary standards. They focus directly on the teacher preparation programs for initial licensure rather than on the individuals seeking the licenses. They are intended to assure that teacher preparation programs provide the necessary experiences and resources to enable their teacher candidates to become knowledgeable and competent. All institutions preparing candidates for licensure (or certification) in social studies or a single discipline as identified above should document how their programs meet the *programmatic standards*.

Each matrix category associated with *thematic standards*, *disciplinary standards*, or *programmatic standards* allows for variation in type of evidence used in documenting compliance with the standard. These types of

evidence are *programmatic* evidence, *test* evidence, and *performance* evidence.

- *Programmatic evidence* provides assurance that each person recommended by a teacher education unit for teacher licensure (or certification) has been offered a reasonable opportunity to master the knowledge, skills, and dispositions requisite to success as a social studies teacher.
- *Testing evidence*, if the testing is demonstrably a valid and reliable measure of the knowledge, skills, and dispositions described by these standards, provides assurance that those who have attained passing scores possess the knowledge identified in these standards as necessary for classroom teaching effectiveness.
- *Performance evidence* provides assurance that those who are judged to have met the performance criteria can perform effectively as classroom teachers in the areas described by these standards.

However, evidence of a single type should rarely be viewed as compelling. Normally, reviewers who use these standards would expect that some evidence of each type would be provided in making a case that an individual or institutional program has met each standard. Although programmatic evidence is likely to provide the primary documentation that an institution meets the programmatic standards of this document, testing and performance evidence should show the extent to which individuals seeking licenses have learned the knowledge and acquired the competencies expected.

Even though evidence submitted for the programmatic standards (Standards 3.1 - 3.4) will be primarily programmatic evidence, institutions and states are encouraged to include test and performance evidence for these standards in addition to programmatic evidence when each is appropriate. For example, student test scores can serve as test evidence for Standard 3.1 and student teacher or final-year evaluations of classroom performance that show teacher candidates are noticeably knowledgeable of the subject matter content they teach can serve as performance evidence for that same standard. In like fashion, classroom performance that reflects that candidates have learned ideas and skills intended to be provided through a teaching Social Studies course can serve as performance evidence for Standard 3.2

Each matrix item associated with thematic standards, disciplinary standards, or programmatic standards is supplemented with a list of indicators of the performance capabilities associated with the standard. It is assumed that institutions that successfully meet the standard will address a *preponderance* of these indicators as they document their compliance with the standard. It is not necessary that all of the indicators associated with each standard be addressed or that each of the indicators be addressed under all three evidence patterns. The NCSS reviewers will examine the cumulative evidence associated with each standard, and determine whether the standard is met with consideration for the level (middle school or secondary school) and the program (comprehensive social studies or single discipline preparation). Thus, the judgment that the thematic standards are met might be based on fewer indicators for single discipline programs than for the comprehensive social studies program; and programs for middle school preparation might be judged in compliance based on fewer indicators than programs for secondary school preparation.

Those who compare these *Guidelines*with the NCSS document *National Standards for Social Studies Teachers, 1997*will notice that the last of the five Programmatic Standards of the *National Standards*document (Standard C.5) is not included here. It is not included here because the focus of that standard is also included in a general NCATE Standard (Standard I.C). To have included it here would have been redundant in the NCATE accreditation and program review process. It is important to note, however, that NCSS expects institutions that have national program approval to prepare social studies teachers to meet NCATE Standard I.C.

1.0
INTERDISCIPLINARY SOCIAL STUDIES THEMES STANDARDS

Matrix Item 1.1 -- Theme One: Culture and Cultural Diversity

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Culture Diversity.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of culture and cultural diversity. They should:

- enable learners to analyze and explain the ways groups, societies, and cultures address human needs and concerns;
- guide learners as they predict how data and experiences may be interpreted by people from diverse cultural perspectives and frames of references;
- assist learners to apply an understanding as an integrated whole that explains the functions and interactions of language, literature, the arts, traditions, beliefs and values, and behavior patterns;
- encourage learners to compare and analyze societal patterns for preserving and transmitting culture while adapting to environmental and social change;
- ask learners to give examples and describe the importance of cultural unity and diversity within and across groups;
- have learners interpret patterns of behavior reflecting values and attitudes that contribute or pose obstacles to cross-cultural understanding;
- guide learners as they construct reasoned judgments about specific cultural responses to persistent human issues;
- have learners explain and apply ideas, theories and modes of inquiry drawn from anthropology and sociology in the examination of persistent issued and social problems.

1.1 Theme One: Culture & Cultural Diversity

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Culture and Cultural Diversity.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.2 -- Theme Two: Time, Continuity, and Change

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity, and Change.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of time, continuity, and change. They should:

- assist learners to understand that historical knowledge and the concept of time are socially influenced constructions that lead historians to be selective in the questions they seek to answer and the evidence they use;
- have learners apply key concepts from the study of history -- such as time, chronology, causality, change, conflict, and complexity -- to explain, analyze, and show connections among patterns of historical change and continuity;
- ask learners to identify and describe significant historical periods and patterns of change within and across cultures, such as the development of ancient cultures and civilizations, the rise of nation-states,

and social, economic, and political revolutions;

- guide learners as they systematically employ processes of critical historical inquiry to reconstruct and reinterpret the past, such as using a variety of sources and checking their credibility, validating and weighing evidence for claims, and searching for causality;
- provide learners with opportunities to investigate, interpret, and analyze multiple historical and contemporary viewpoints within and across cultures related to important events, recurring dilemmas, and persistent issues, while employing empathy, skepticism, and critical judgment;
- enable learners to apply ideas, theories, and modes of historical inquiry to analyze historical and contemporary developments, and to inform and evaluate actions concerning public policy issues.

1.2 Theme Two: Time, Continuity, and Change

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Time, Continuity and Change.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.3 -- Theme Three: People, Places, and Environment

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environment.

Indicators of Capabilities for Teaching Social Studies

Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of people, places and environments. They should:

- enable learners to construct, use and refine mental maps of locales, regions, and the world that demonstrate their understanding of relative location, direction, size, and shape;
- have learners create, interpret, use, and distinguish various representations of Earth, such as maps, globes and photographs, and use appropriate geographic tools such as atlases, data bases, systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- teach students to estimate and calculate distance, scale, area, and density, and to distinguish spatial distribution patterns;
- help learners to locate, distinguish, and describe the relationships among varying regional and global patterns of geographic phenomena such as landforms, climate, and natural resources;
- challenge learners to speculate about and explain physical system changes, such as seasons, climate, and weather;
- ask learners to describe how people create places that reflect culture, human needs, current values and ideals, and government policies;
- challenge learners to examine, interpret, and analyze the interactions of human beings and their physical environments;
- have learners explore the ways Earth's physical features have changed over time; and to describe and assess the ways historical events have influenced and have been influenced by physical and human geographic features;
- provide learners with opportunities to observe and analyze social and economic effects of environmental changes and crises;
- challenge learners to consider, compare, and evaluate existing alternative uses of resources and land in communities, regions, nations, and the world.

1.3 Theme Three: People, Places, and Environment

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of People, Places, and Environments.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.4 – Theme Four: Individual Development and Identity

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Indicators of Capabilities for Teaching Social Studies
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of ideas associated with individual human development and identity. They should:

- assist learners in articulating personal connections to time, place, and social/cultural systems;
- help learners to identify, describe, and express appreciation for the influences of various historical and contemporary cultures on an individual's daily life;
- assist learners to describe the ways family, religion, gender, ethnicity, nationality, socioeconomic status, and other group and cultural influences contribute to the development of a sense of self;
- have learners apply concepts, methods, and theories about the study of human growth and development, such as physical endowment, learning, motivation, behavior, perception, and personality;
- guide learners as they examine the interactions of ethnic, national, or cultural influences in specific situations or events;
- enable learners to analyze the role of perceptions, attitudes, values, and beliefs in the development of personal identity;
- have learners compare and evaluate the impact of stereotyping, conformity, acts of altruism, and other behaviors on individuals and groups;
- assist learners as they work independently and cooperatively within groups and institutions to accomplish goals;
- enable learners to examine factors that contribute to and damage one's mental health and analyze issues related to mental health and behavioral disorders in contemporary society.

1.4 Theme Four: Individual Development and Identity

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individual Development and Identity.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.5 -- Theme Five: Individuals, Groups and Institutions

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Individuals, Groups and Institutions.

Indicators of Capabilities for Teaching Social Studies
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of interactions among Individuals, Groups, and Institutions. They should:

- help learners understand the concepts of role, status, and social class and use them in describing the connections and interactions of individuals, groups, and institutions in society;
- help learners analyze group and institutional influences on people, events, and elements of culture in both historical and contemporary settings;
- explain to learners the various forms institutions take, and explain how they develop and change over time;
- assist learners in identifying and analyzing examples of tensions between expressions of individuality and efforts used to promote social conformity by groups and institutions;
- ask learners to describe and examine belief systems basic to specific traditions and laws in contemporary and historical movements;
- challenge learners to evaluate the role of institutions in furthering both continuity and change; guide learner analysis of the extent to which groups and institutions meet individual needs and promote the common good in contemporary and historical settings;
- assist learners as they explain and apply ideas and modes of inquiry drawn from behavioral science and social theory in the examination of persistent issues and social problems.

1.5 Theme Five: Individuals, Groups, and Institutions

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of interactions among Individuals, Groups, and Institutions.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.6 -- Theme Six: Power, Authority, and Governance

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority and Governance.

Indications of Capabilities for Teaching Social Studies
Teachers of social studies at all levels should provide developmentally appropriate experiences as they guide learners in the study of power, authority, and governance. They should:

- enable learners to examine the rights and responsibilities of the individual in relation to his or her family, social groups, community, and nation;
- help students to explain the purpose of government and how its powers are acquired used, and justified;
- provide opportunities for learners to examine issues involving the rights, roles, and status of individuals in relation to the general welfare;
- ask learners to describe the way nations and organizations respond to forces of unity and diversity affecting order and security;
- have learners explain conditions, actions, and motivations that contribute to conflict and cooperation within and among nations;
- help learners identify and describe the basic features of the American political system, and identify representative leaders from various levels and branches of government;
- challenge learners to apply concepts such as power, role, status, justice, and influence to the examination of persistent issues and social problems;
- guide learners to explain how governments attempt to achieve their stated ideals at home and abroad.

1.6 Theme Six: Power, Authority, and Governance

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Power, Authority, and Governance.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.7 -- Theme Seven: Production, Distribution, and Consumption

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Production, Distribution, and Consumption.

Indicators of Capabilities for Teaching Social Studies
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of how people organize for the production, distribution, and consumption of goods

and services. They should:

- enable learners to explain how the scarcity of productive resources (human, capital, technological, and natural) requires the development of economic systems to make decisions about how goods and services are to be produced and distributed;
- help learners analyze the role that supply and demand, prices, incentives, and profits play in determining what is produced and distributed in a competitive market system;
- help learners compare the costs and benefits to society of allocating goods and services through private and public sectors;
- explain to learners the relationships among the various economic institutions that comprise economic systems such as households, businesses, banks, government agencies, labor unions, and corporations;
- guide learner analysis of the role of specialization and exchange in economic processes;
- provide opportunities for learners to assess how values and beliefs influence economic decisions in different societies;
- have learners compare basic economic systems according to how rules and procedures deal with demand, supply, prices, the role of government, banks, labor and labor unions, savings and investments, and capital;
- challenge learners to apply economic concepts and reasoning when evaluating historical and contemporary social developments and issues;
- ask learners to distinguish between the domestic and global economic systems, and explain how the two interact;
- guide learners in the application of knowledge of production, distribution, and consumption in the analysis of public issues such as the allocation of health care or the consumption of energy, and in devising economic plans for accomplishing socially desirable outcomes related to such issues;
- help learners to distinguish between economics as a field of inquiry and the economy.

1.7 Theme Seven: Production, Distribution, Consumption

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of how people organize for the Production, Distribution, and Consumption of Goods and Services.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.8 -- Theme Eight: Science, Technology and Society

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Science, Technology and Society.

Indicators of Capabilities for Teaching Social Studies
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of science and technology. They should:

- enable learners to identify, describe, and examine both current and historical examples of the interaction and interdependence of science, technology, and society in a variety of cultural settings;
- provide opportunities for learners to make judgments about how science and technology have transformed the physical world and human society and our understanding of time, space, place, and human-environment interactions;
- have learners analyze the way in which science and technology influence core societal values, beliefs, and attitudes and how societal attitudes shape scientific and technological change;
- prompt learners to evaluate various policies proposed to deal with social changes resulting from new technologies;
- help learners to identify and interpret various perspectives about human societies and the physical world using scientific knowledge, technologies, and ethical standards from diverse world cultures;
- encourage learners to formulate strategies and develop policy proposals for influencing public discussions associated with science/technology-society issues.

1.8 Theme Eight: Science, Technology and Society

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of science, technology and society.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.9 -- Theme Nine: Global Connections

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections.

Indicators of Capabilities for Teaching Social Studies
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of global connections and interdependence. They should:

- enable learners to explain how language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding;
- help learners to explain conditions and motivations that contribute to conflict, cooperation, and interdependence among groups, societies, and nations;
- provide opportunities for learners to analyze and evaluate the effects of changing technologies on the global community;
- challenge learners to analyze the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health care, security, resource allocation, economic development, and environmental quality;
- guide learner analysis of the relationships and tensions between national sovereignty and global interests in such matters as territorial disputes, economic development, nuclear and other weapons deployment, use of natural resources, and human rights concerns;
- have learners analyze or formulate policy statements in such ways that they demonstrate an understanding of concerns, standards, issues, and conflicts related to universal human rights;
- help learners to describe and evaluate the role of international and multinational organizations in the global arena;
- have learners illustrate how individual behaviors and decisions connect with global systems.

1.9 Theme Nine: Global Connections

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Global Connections and Interdependence.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 1.10 -- Theme Ten: Civic Ideals and Practices

Social Studies teachers should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Indicators of Capabilities for Teaching Social Studies
Teachers of social studies at all school levels should provide developmentally appropriate experiences as they guide learners in the study of civic ideals and practices. They should:

- assist learners to understand the origins and interpret the continuing influence of key ideals of the democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law;
- guide learner efforts to identify, analyze, interpret, and evaluate sources and examples of citizens' rights and responsibilities;
- facilitate learner efforts to locate, access, analyze, organize, synthesize, evaluate, and apply information about selected public issues -- identifying, describing, and evaluating multiple points of view;
- provide opportunities for learners to practice forms of civic discussion and participation consistent with the ideals of citizens in a democratic republic;
- help learners to analyze and evaluate the influence of various forms of citizen action on public policy;
- prepare learners to analyze a variety of public policies and issues from the perspective of formal and informal political actors;
- guide learners as they evaluate the effectiveness of public opinion in influencing and shaping public policy development and decision-making;
- encourage learner efforts to evaluate the degree to which public policies and citizen behaviors reflect or foster the stated ideals of a democratic republican form of government;
- support learner efforts to construct policy statements and action plans to achieve goals related to issues of public concern;
- create opportunities for learner participation in activities to strengthen the "common good," based upon careful evaluation of possible options for citizen action.

1.10 Theme Ten: Civic Ideals and Practices

The program prepares social studies teachers who possess the knowledge, capabilities, and dispositions to

organize and provide instruction at the appropriate school level for the study of Civic Ideals and Practices.

Programmatic Evidence

Test Evidence

Performance Evidence

2.0
DISCIPLINARY STANDARDS

Matrix Item 2.1 -- Disciplinary Standard: History

Teachers who are licensed to teach history at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of history.

Indicators of Capabilities for Teaching History
Teachers of history at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- assist learners in utilizing chronological thinking so that they can distinguish between past, present, and future time; can place historical narratives in the proper chronological framework; can interpret data presented in time lines and can compare alternative models for periodization;
- enable learners to develop historical comprehension in order that they might reconstruct the literal meaning of a historical passage, identify the central questions addressed in historical narrative, draw upon data in historical maps, charts, and other graphic organizers; and draw upon visual, literary, or musical sources;
- guide learners in practicing skills of historical analysis and interpretation, such as compare and contrast, differentiate between historical facts and interpretations, consider multiple perspectives, analyze cause and effect relationships, compare competing historical narratives, recognize the tentative nature of historical interpretations, and hypothesize the influence of the past;
- assist learners in developing historical research capabilities that enable them to formulate historical questions, obtain historical data, question historical data, identify the gaps in available records, place records in context, and construct sound historical interpretations;
- help learners to identify issues and problems in the past. recognize factors contributing to such problems, identify and analyze alternative courses of action, formulate a position or course of action, and evaluate the implementation of that decision;
- assist learners in acquiring knowledge of historical content in United States history in order to ask large and searching questions that compare patterns of continuity and change in the history and values of the many peoples who have contributed to the development of the continent of North America;
- guide learners in acquiring knowledge of the history and values of diverse civilizations throughout the world, including those of the West, and in comparing patterns of continuity and change in different parts of the world;
- enable learners to develop historical understanding through the avenues of social, political, economic, and cultural history and the history of science and technology.

2.1 History

The program prepares history teachers who possess the knowledge, capabilities, and dispositions to organize

and provide instruction at the appropriate school level for the study of history

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 2.2 -- Disciplinary Standard: Geography

Teachers who are licensed to teach geography at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography.

Indicators of Capabilities for Teaching Geography Teachers of geography at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- guide learners in the use of maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective;
- enable learners to use mental maps to organize information about people, places, and environments in a spatial context;
- assist learners to analyze the spatial information about people, places, and environments on Earth's surface;
- help learners to understand the physical and human characteristics of places;
- assist learners in developing the concept of regions as a means to interpret Earth's complexity;
- enable learners to understand how culture and experience influence people's perceptions of places and regions;
- provide learners opportunities to understand and analyze the physical processes that shape Earth's surface;
- challenge learners to consider the characteristics and spatial distribution of ecosystems on Earth's surface;
- guide learners in exploring the characteristics, distribution, and migration of human populations on Earth's surface;
- help learners to understand and analyze the characteristics, distribution, and complexity of Earth's cultural mosaics;
- have learners explore the patterns and networks of economic interdependence on Earth's surface;
- enable learners to describe the processes, patterns, and functions of human settlement;
- challenge learners to examine how the forces of cooperation and conflict among people influence the division and control of Earth's surface;
- help learners see how human actions modify the physical environment;
- enable learners to analyze how physical systems affect human systems;
- challenge learners to examine the changes that occur in the meaning, use, distribution, and importance of resources;
- help learners to apply geography to interpret the past and present and to plan for the future;
- enhance learners' abilities to ask questions and to acquire, organize, and analyze geographic information so they can answer geographic questions as they engage in the study of substantive geographic content.

2.2 Geography

The program prepares geography teachers who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of geography .

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 2.3 -- Disciplinary Standard: Civics and Government

*Teachers who are licensed to teach civics and/or government at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and gover*nment.

Indicators of Capabilities for Teaching Civics and Government
Teachers of civics and government at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- assist learners in developing an understanding of civic life, politics, and government, so that the learners can explore the origins of governmental authority, recognize the need for government, identify the crucial functions of government, including laws and rules;
- evaluate rules and laws; differentiate between limited and unlimited government; and appreciate the importance of limitations on governmental power;
- guide learners as they explore American democracy, including the American idea of constitutional government, the impact of the distinctive characteristics of American society on our government, the nature of the American political culture, and the values and principles that are basic to American life and government;
- help learners understand how the government of the United States operates under the constitution and the purposes, values, and principles of American democracy, including the ideas of distributed, shared, and limited powers of government; how the national, state, and local governments are organized; and the place of law in the system;
- enable learners to understand the relationship of the United States to other nations and to world affairs;
- assist learners in developing an understanding of citizenship, its rights and responsibilities, and in developing their abilities and dispositions to participate effectively in civic life;
- insure that learners are made aware of the full range of opportunities to participate as citizens in the American democracy and of their responsibilities for doing so.

2.3 Civics and Government

The program prepares teachers of civics and government who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of civics and government .

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 2.4 -- Disciplinary Standard: Economics

Teachers who are licensed to teach economics at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Indicators of Capabilities for Teaching Economics Teachers of economics at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should assist learners in acquiring an understanding of the following principles:

- Productive resources are limited. Therefore, people cannot have all the goods and services that they want; as a result, they must choose some things and give up others.
- Effective decision making requires comparing the additional costs of alternatives with the additional benefits. Most choices involve doing a little more or a little less of something; few choices are all or nothing decisions.
- Different methods can be used to allocate goods and services. People, acting individually or collectively through government, must choose which methods to use to allocate different kinds of goods and services.
- People respond predictably to positive and negative incentives.
- Voluntary exchange occurs only when all parties expect to gain. This is true for trade among individuals or organizations within a nation, or among individuals or organizations in different nations.
- When individuals, regions, and nations specialize in what they can produce at the lowest cost and then trade with others, both production and consumption increase.
- Markets exist when buyers and sellers interact. This interaction determines market prices and thereby allocates scarce goods and services.
- Prices send signals and provide incentives to buyers and sellers. When supply and demand change, market prices adjust, affecting incentives.
- Competition among sellers lowers costs and prices, encouraging producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.
- Institutions evolve in market economies to help individuals and groups accomplish their goals. Banks, labor unions, corporations, legal systems, and not-for-profit organizations are examples of important institutions. A different kind of institution, clearly defined and enforced property rights, is essential to a market economy.
- Money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.
- Interest rates, adjusted for inflation, rise and fall to balance the amount saved with the amount borrowed, thus affecting the allocation of scarce resources between present and future users.
- Income for most people is determined by the market value of the productive resources they sell. What workers earn depends, primarily, on the market value of what they produce and how productive they are.
- Entrepreneurs are people who take the risks of organizing productive resources to make goods and services. Profit is an important incentive that leads entrepreneurs to accept the risks of business failure.
- Investment in factories, machinery, new technology, and in the health, education, and training of people can raise future standards of living.
- There is an economic role for government to play in a market economy whenever the benefits of a government policy outweigh its costs. Governments often provide for national defense, address environmental concerns, define and protect property rights, and attempt to make markets more competitive. Most government policies also redistribute income.
- Costs of government policies sometimes exceed benefits. This may occur because of incentives facing voters, government officials, and the government employees; because of actions by special interest groups that can impose costs on the general public; or because social goals other than economic efficiency are being pursued.
- A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions make by all households, firms, government agencies, and others in the economy.
- Unemployment imposes costs on individuals and nations. Unexpected inflation imposes costs on many people and benefits some others because it arbitrarily redistributes purchasing power. Inflation can reduce the rate of growth of national living standards because individuals and organizations use resources to protect themselves against the uncertainty of future prices.
- In the United States, federal government budgetary policy and the Federal Reserve System's monetary policy influence the overall levels of employment, output, and prices.

2.4 Economics

The program prepares teachers of economics who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of economics.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 2.5 -- Disciplinary Standard: Psychology

Teachers who are licensed to teach psychology at all school levels should possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Indicators of Capabilities for Teaching Psychology
Teachers of psychology at all school levels should provide developmentally appropriate experiences as they guide learners in their study. They should:

- assist learners in comprehending and applying concepts, theories, and principles associated with human cognition, emotional, social, and personal development, and growth and change;
- guide learner understanding of human thinking, memory, perception, learning, development, and behavior;
- assist learner comprehension of factors associated with human adjustment and coping behaviors in various situations, during different stages of life, and in respect to particular personal and environmental situations;
- have learners consider how such factors as memory, thinking, beliefs, emotions, personality, perceptions, attitude, and abilities may affect their decisions and actions at any particular moment and may be used to interpret and comprehend possible decisions and actions by others;
- have learners examine factors associated with the construction, revision, and use of self-concepts and identity and how these may affect an individual's thinking, feelings, decisions, and actions toward self, others, and the world;
- have learners examine factors that may have contributed to their own self-concepts and identity, including how their family, groups, peers, and communities may have contributed;
- have learners examine and comprehend factors associated with personality and individual differences and how personality and these differences have been and may be described, classified, assessed, and interpreted;
- assist learners to examine, comprehend, and apply ideas associated with mental and emotional health as well as psychological disorders, including factors contributing to and the treatment of such disorders;
- enable learners to understand interconnections between themselves and particular situations, places, time, events, and social/cultural environments and systems that may influence them as well as be influenced by them;
- insure that learners comprehend, consider the advantages and disadvantages of, and apply concepts, principles, and procedures for conducting, monitoring, applying, and interpreting sound psychology research activities;
- insure that learners consider the various codes of ethics accepted by psychologists regarding the conducting of research on human and animal subjects and the reporting of research findings;
- enable students to engage in preliminary behavioral science research, using various research paradigms and perspectives.

2.5 Psychology

The program prepares teachers of psychology who possess the knowledge, capabilities, and dispositions to organize and provide instruction at the appropriate school level for the study of psychology.

Programmatic Evidence

Test Evidence

Performance Evidence

3.0
PROGRAMMATIC STANDARDS FOR INITIAL LICENSURE

Matrix Item 3.1 -- Programmatic Standard One: Substantial Instruction in Academic Areas Within the Social Studies Field

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete subject matter content courses (history/social science) that include United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences.

Indicators
The social studies subject matter course work for those licensed to teach either *social studies as a broad field or a single discipline of history or a social science* at the middle or secondary school level should include courses in each of the content areas specified in this standard.

The social studies subject matter course work for those licensed to teach *social studies as a broad field*:

- at the secondary school level should include no less than 40% of a total four-year or extended-preparation program, with an area of concentration of at least 18 semester hours (24 quarter hours) in one academic discipline;
- at the middle school level should include no less than 30% of a total four-year or extended-preparation program, with an area of concentration of at least 18 semester hours (24 quarter hours) in one academic discipline.

The subject matter content course work for those licensed to teach *a single discipline of history or a social science* at the secondary or middle school level should include both:

- a discipline major of no less than 30% of a total four-year or extended-preparation program; and
- additional course work outside of the major selected from each of the content fields specified in this standard in order to assure that the key concepts from history and the social science disciplines closely related to the major are studied and integrated with the major.

3.1 Substantial Instruction in Academic Areas Within the Social Studies Field

The institution provides and expects prospective social studies teachers to complete subject matter content courses (history/social science) that include United States history, world history (including both western and non-western civilizations), political science (including U.S. Government), economics, geography, and behavioral sciences .

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 3.2 -- Programmatic Standard Two: Course or Courses on Teaching Social Studies

Institutions preparing social studies teachers should provide and require prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Indicators
The course or courses should:

- be specific to the teaching of social studies and the disciplines from which social studies content is drawn;
- enable students to select, integrate, and translate the content and methods of investigation of history and the social science disciplines for use in social studies instruction;
- prepare students to use a variety of approaches to instruction that are appropriate to the nature of social studies content and goals and to use them in diverse settings and with students with diverse backgrounds, interests, and abilities;
- be taught by instructors whose professional experience and education through the graduate level is appropriate both to the content and goals of social studies and to the level of licensure.

3.2 Course or Courses on Teaching Social Studies

The institution provides and requires prospective social studies teachers to complete a course or courses dealing specifically with the nature of the social studies and with ideas, strategies, and techniques for teaching social studies at the appropriate licensure level.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 3.3 -- Programmatic Standard Three: Qualified Social Studies Faculty

Institutions preparing social studies teachers should provide faculty in the social studies and social studies education components of the program who are recognized as exemplary teachers and as scholars in the field of social studies and social studies education.

Indicators
The faculty should:

- demonstrate teaching that models exemplary practice for their students;
- be actively involved in scholarly and professional activities in social studies and social studies education;
- include those who have had successful elementary, middle, or secondary school teaching experience in social studies as well as continuing close relationships with these schools;
- include social studies education specialists who are either (1) full-time, tenure-track faculty in social studies education who hold a doctoral degree with a major or emphasis in social studies education or an academic discipline within the social studies field; or (2) are otherwise comparably qualified for their social studies education roles.

3.3 Qualified Social Studies Faculty

The institution provides faculty in the social studies and social studies education components of the program who are recognized as exemplary teachers and as scholars in the fields of social studies and social studies education.

Programmatic Evidence

Test Evidence

Performance Evidence

Matrix Item 3.4 -- Programmatic Standard Four: Clinical School Experiences in Social Studies Settings

Institutions preparing social studies teachers should provide and expect prospective social studies teachers to complete multiple clinical experiences in social studies classrooms, those experiences should begin early in a student's professional program and culminate in an integrative capstone of a substantial amount of time, and they should be closely supervised by qualified social studies education professionals.

Indicators
The experiences should:

- provide opportunities for observing various aspects of school and social studies classroom settings that include a wide range of instructional and administrative elements;
- provide opportunities for interaction with students of varying socio-economic, racial, and ethnic backgrounds, and those with special learning needs and diverse learning styles;
- be closely supervised by (1) a licensed and experienced social studies cooperating teacher in a state or regionally accredited school and (2) a university supervisor with both successful experience and graduate level study in the teaching of social studies or an academic discipline in the social studies field.

BEST COPY AVAILABLE

3.4 Clinical School Experiences in Social Studies Settings

The institution provides and expects prospective social studies teachers to complete multiple clinical experiences in social studies classrooms, these experiences begin early in a student's professional program and culminate in an integrative capstone of a substantial amount of time, and they are closely supervised by qualified social studies education professionals.

Programmatic Evidence

Test Evidence

Performance Evidence

▶ Return to the beginning of this document: *Program Standards for the Initial Preparation of Teachers of Social Studies*

▶ View the *National Standards for Social Studies Teachers*

▶ View the *Guidebook for Colleges and Universities Seeking to Meet NCSS/NCATE Program Standards for the Initial Preparation of Teachers of Social Studies*

▶ View a list of approved programs

▶ View the National Standards for Social Studies Teachers HOME PAGE

Although this web site includes direct links to other Internet sites, NCSS does not necessarily endorse or support the information provided by those sites. NCSS has not developed and does not exert control over the content of such sites.

Copyright © 1995-2000 National Council for the Social Studies, www.socialstudies.org | All rights reserved.